



## Preparation for Adulthood Long Term Scheme of Work

Phase 6 Core and Extended KS4/5 	23/24
Autumn 1	Introduction to Preparation for Adulthood / One Off Taster Sessions
	<ul style="list-style-type: none"> <li>• Independent Travel</li> <li>• Confidence and Self-Esteem</li> <li>• Mental Health and Wellbeing &amp; Coping Strategies</li> <li>• Sexual Health &amp; Healthy Relationships</li> <li>• Online Awareness</li> <li>• Physical Health</li> <li>• Money Management</li> <li>• Social Skills</li> </ul>
Autumn 2	Independent Living
	<ul style="list-style-type: none"> <li>• How to assess and manage risk and personal safety in new independent situations, including online</li> <li>• How to manage personal safety in relation to travel, including cycle safety, young driver safety, passengersafety, using licensed taxis and getting home safely</li> <li>• Safety, rights and responsibilities when travelling in the UK and abroad, including passport andinsurance requirements</li> </ul>
Spring 1	Health
	<ul style="list-style-type: none"> <li>• How to seek and assertively give, not give or withdraw consent, in all contexts</li> <li>• Legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</li> <li>• The emotional, physical, social and legal consequences of failing to respect others' right not to give or withdraw consent</li> <li>• How to identify the signs of abuse, exploitation and assault or rape</li> <li>• Where and how to access support and report concerns, including online</li> <li>• To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• How to recognise manipulation and coercion and manage negative influence and persuasion</li> <li>• Exit strategies for unhealthy relationships</li> <li>• Rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>• Exit strategies for pressurised and dangerous situations</li> </ul>
Spring 2	Employment
	<ul style="list-style-type: none"> <li>• How to assess strengths, interests, values, and skills to set realistic, aspirational goals</li> <li>• How to evaluate the options available in education, training and employment post-18, including highereducation, further training or apprenticeships, and gap year opportunities</li> <li>• How to evidence strengths and skills and use this when applying and interviewing for future roles andopportunities</li> <li>• How to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities</li> <li>• How to evaluate the financial advantages, disadvantages and risks relating to post-18 options</li> <li>• How to evaluate the potential gains and risks of different credit/debt arrangements and repaymentimplications, including student loans</li> </ul>

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Summer 1	Community Inclusion
	<ul style="list-style-type: none"> <li>• Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</li> <li>• Understand how the roles played by public institutions, public services, interest and pressure groups, charities and voluntary groups provide a voice and support for different groups in society</li> <li>• The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</li> <li>• Participate in a voluntary role</li> </ul>
Summer 2	Health
	<ul style="list-style-type: none"> <li>• How to manage work-life balance, including study, leisure, exercise, sleep and time online</li> <li>• Strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• Stress management strategies</li> <li>• About the signs of emotional or mental ill-health</li> <li>• How, when and why to access appropriate support and treatment</li> <li>• About the effects on body image and self-esteem, of idealised images of bodies and pressure to conform</li> <li>• Strategies to manage influences on body image</li> <li>• How to manage influences and risks relating to cosmetic and aesthetic body alterations</li> </ul>


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Autumn 2	Independent Living
	<ul style="list-style-type: none"> <li>• How to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to college)</li> <li>• About salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these</li> <li>• How to evaluate savings options</li> <li>• Consumer rights, how to resolve disputes and access support</li> <li>• How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice</li> <li>• How to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> <li>• The risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers)</li> <li>• How to critically assess different media sources</li> <li>• How to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information</li> </ul>
Spring 1	Health
	<ul style="list-style-type: none"> <li>• How to select appropriate contraception in different contexts and relationships</li> <li>• How to reduce the risk of contracting or passing on an STI</li> <li>• Accessing local and national advice, diagnosis and treatment in relation to sexual health</li> <li>• How to assertively communicate relationship expectations</li> <li>• How to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent</li> <li>• How to effectively evaluate and use the most appropriate methods of contraception (including emergency contraception) and communicate about use with a sexual partner</li> <li>• Sexual health services, locally, nationally and online, and how to access and use them</li> <li>• To recognise how fertility changes over time and evaluate the implications of this</li> </ul>

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Spring 2	Employment
	<ul style="list-style-type: none"> <li>• How to evaluate strengths, skills and interests in relation to future roles and opportunities</li> <li>• How to be enterprising in life and work</li> <li>• How to write an effective CV and prepare for interviews for part-time work</li> <li>• About career opportunities in a global economy</li> <li>• About rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy'</li> <li>• How to demonstrate professional conduct, including following health and safety protocols</li> <li>• About workplace confidentiality and security, including cyber-security and data protection</li> <li>• When, why and how to seek or provide support in response to bullying and harassment in the workplace</li> <li>• Strategies for overcoming challenges or adversity in the workplace</li> <li>• The role of trade unions and professional organisations</li> </ul>
Summer 1	Community Inclusion
	<ul style="list-style-type: none"> <li>• How a young person can think about living in their wider community and how they will have a social life</li> <li>• Think about interests and hobbies, including joining clubs or organisations and where it would be possible to meet and find friends</li> <li>• Participate in a range of activities to develop an understanding of personal interests</li> </ul>
Summer 2	Health
	<ul style="list-style-type: none"> <li>• Skills to improve adaptability and resilience during periods of change and strategies to manage change</li> <li>• The importance of monitoring personal health and wellbeing</li> <li>• How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>• How to maintain a healthier diet</li> <li>• Registering with and accessing doctors, opticians and other health services</li> <li>• Screening and how to perform (e.g. breast and testicular) self-examination</li> <li>• Illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</li> </ul>

## Preparation for Adulthood Long Term Scheme of Work

Phase 6 Core and Extended KS4/5 	25/26
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	<ul style="list-style-type: none"> <li>• Independent Travel</li> <li>• Confidence and Self-Esteem</li> <li>• Mental Health and Wellbeing &amp; Coping Strategies</li> <li>• Sexual Health &amp; Healthy Relationships</li> <li>• Online Awareness</li> <li>• Physical Health</li> <li>• Money Management</li> <li>• Social Skills</li> </ul>
Autumn 2	Independent Living
	<ul style="list-style-type: none"> <li>• Making decisions around where I can live post-18</li> <li>• Understanding who I may live with in the future</li> <li>• Understanding what benefits might be available</li> <li>• How to manage a living space e.g. cooking, cleaning, personal hygiene</li> <li>• Ensuring the following are in place before moving out of the family home: bank account, benefits in place, photo identification e.g. passport</li> </ul>
Spring 1	Health
	<ul style="list-style-type: none"> <li>• How to manage mature friendships, including making friends in new places</li> <li>• Strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time</li> <li>• Personal safety in new relationships, including online</li> <li>• How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust'</li> <li>• Relationship challenges and how to manage the ending of relationships safely and respectfully, including online</li> <li>• How to assertively communicate and negotiate boundaries in relationships</li> <li>• Professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries</li> <li>• How to manage strong emotions, communicate constructively and negotiate difficulties</li> <li>• Strategies to recognise, de-escalate and exit aggressive social situations</li> <li>• How to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon</li> </ul>

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Spring 2	Employment
	<ul style="list-style-type: none"> <li>• How to evaluate strengths, skills and interests in relation to future opportunities and career development</li> <li>• The implications of the global market for future choices in education and employment</li> <li>• How to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>• The application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</li> <li>• How to build and maintain a positive professional identity and online presence</li> <li>• That creating and sharing content online can contribute to, or challenge, a positive online presence</li> <li>• How to effectively challenge online content that adversely affects personal or professional reputation</li> <li>• How social media can expand, limit or distort perspectives</li> <li>• How to set and maintain boundaries around personal privacy</li> <li>• How to manage online safety in all its forms, including seeking help when appropriate</li> </ul>
Summer 1	Community Inclusion
	<ul style="list-style-type: none"> <li>• How to communicate personal values in different types of relationships</li> <li>• Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</li> <li>• Rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• To celebrate cultural diversity and promote inclusion</li> <li>• The ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</li> <li>• How to safely challenge prejudice and discrimination, including online</li> <li>• Extremism and radicalisation, how to reduce the risks and when, where and how to seek help</li> </ul>
Summer 2	Health
	<ul style="list-style-type: none"> <li>• How to perform first aid</li> <li>• How to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</li> <li>• To identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>• The consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>• The risks of being a passenger with an intoxicated driver and how to manage this</li> <li>• The impact of substance use on road safety, work-place safety, reputation and career</li> </ul>